

**GOAL: Build community capacity and infrastructure to create a dialogue between community and local government: Address flooding and vulnerability to climate change in the project area: Reduce greenhouse gases and air toxics; Increase community health and improve access to culturally appropriate fresh produce.**

| <b>Resources / Inputs</b>   | <b>Activity</b>  | <b>Outputs</b>  | <b>Outcomes</b>  |
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| 1. Beyond Toxics, Huerto de la Familia staff time and expertise;  | <b>Objective #1 COMMUNITY LEADERSHIP</b><br><u>Semi-annual:</u><br>Identify a balance of adult Latino and working class community members, high school and university Latino youth for leadership training to form a leadership council. | <b>Build leadership in a disenfranchised community.</b><br>Hold 6 community conversation events on environmental justice and community needs events involving new minority immigrants & families with children: <ul style="list-style-type: none"> <li>• 2 community soccer games</li> <li>• 1 community fiesta</li> <li>• 3 film showings at local churches</li> </ul>   | <b>Increase civic engagement and build community capacity.</b><br>Increase the numbers and percent (# / %) community members in disenfranchised communities who participate in local community events and provide input into local decision-making.  |
| 2. GLAD, Bountiful Bethel and other NGO organization in-kind resources, office space and contributions;<br><br>3. Financial resources from project partners' general budget;<br><br>4. Eugene Timbers Futbol Club and other business in-kind resources and contributions;<br><br>5. community volunteers;<br><br>6. professional volunteers;<br><br>7. in-kind technology resources |  | <b>Support community education and civic participation.</b><br>10- 15 members meet monthly for 10 months as the <i>Ejido Comunitario para la salud (EC)</i> . They receive community recommendations; They invite NGO's and community business partners; They issue a summary report on community needs and goals; They bring the community's perspective and voice to local government decision-making.<br><br>Publish and Disseminate 1 Summary Report "Recommendations for Increasing Climate Resiliency."<br><br>The EC delivers recommendations to local | <b>Build new community partnerships to strengthen community connections.</b><br>Increase the numbers of NGO's and businesses that support and participate with the Latino community.<br><br><b>Educate both the larger community and local government decision-makers on the needs of the community and their recommended solutions.</b><br>Reduce risk and educate the community on positive environmental health and climate change responses.<br><br>Support a new framework for local government decisions in planning, and environmental health services that includes EJ |

|   |   | city and county decision-makers through 2 community-led meetings, 2 hearings and local events.  | community input as appropriate and beneficial to achieving a better environmental future.   |
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| <b>Resources / Inputs</b>   | <b>Activity</b>   | <b>Outputs</b>  | <b>Outcomes</b>   |
| 1. Beyond Toxics staff time and expertise;<br>2. GLAD, MEChA, & Coalition Against Environmental Racism in-kind resources, office space and contributions;<br>3. Financial resources from project partners' general budget;<br>4. community volunteers;<br>5. University professors and professional volunteers; | <b>Objective #2 YOUTH LEADERSHIP</b><br><u>Semi-annual:</u><br>Develop environmental justice leadership at the University of Oregon and Lane Community College. | <b>Develop youth leadership skills and civic engagement outside the educational setting.</b><br>50 Latino students from MEChA, Coalition Against Environmental Racism and local high schools will participate in EJ projects related to the Clean Air Act and GHG reductions.<br><br>12 youth/students will volunteer for field work and outreach activities in the West Eugene Environmental Justice community.<br><br>Beyond Toxics will provide project management for 30-40 university students during the 2015-2016 school year on project practical applications of environmental justice theory and effective grassroots community organizing in two Environmental Studies Department classes. | <b>Promote real life application of academic studies of environmental justice through trainings, internships and volunteer activities.</b><br><br>Strengthen youth involvement by encouraging civic engagement amongst university students.<br><br>30-40 students will successfully complete environmental justice projects. Success will be evaluated on the student's ability to demonstrate their understanding of the social determinants of environmental inequities. Students will be able to explain <ul style="list-style-type: none"> <li>• Theoretical perspectives on the causes and consequences of unequal exposure to environmental problems.</li> <li>• Understand ways that race, class, and gender affect one's experience of and responses to ecological problems.</li> </ul> |
|   | <b>Objective #2 YOUTH LEADERSHIP</b><br><u>Annual - 12 months:</u><br>Develop trainings on social and environmental   | Working together with the members of the EC, Beyond Toxics staff will develop a 45-minute "Know Your Rights–  | <b>Increase number of college-level students who deeply understand environmental laws and</b>   |

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|  | justice groups for university classes, MEChA and Coalition Against Environmental Racism | <p>Environmental Justice” Trainings</p> <p>50 youth/students in groups of 15-20 over a three-month period will participate in 3 “Know Your Rights” Environmental Justice Trainings.</p> <p>Publish 50 handbooks and on-line curriculum of “Know Your Rights” Trainings to share with all interested colleges and communities.</p> | <p><b>embed environmental justice in their studies.</b></p> <p>5-15 students will work with vulnerable communities to be aware of steps they can take to ensure their access to clean air and water and prepare for future climate change.</p> <p>50 students will demonstrate understanding of protection standards under the Clean Air Act and Clean Water Act.</p> <p>50 students will demonstrate practical applications of the principle that everyone has a right to a healthy environment and can articulate that right.</p> |
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| <p>1. Beyond Toxics staff time and expertise;</p> <p>2. Active Bethel Citizens, Bethel School District in-kind resources, office space and contributions;</p> <p>3. Financial resources from project partners’</p> | <p><b>Objective #3 EMPOWER COMMUNITY AROUND CLIMATE CHANGE, WETLANDS PROTECTION AND EJ TOPICS</b></p> <p><b>Semi-annual:</b><br/>Meet with Latino youth attending after-school programs;</p> <p>Design learning activities; engage youth dialogue about climate resiliency;</p> | <p><b>Engage middle, high school youth and their parents and college students in projects regarding the presence of wetlands in their community</b></p> <p><b>Activities:</b><br/>15 middle school and high school Latino students complete a three-part series of environmental education relevant to their community focusing on wetlands and air quality.</p> <p>Field trip(s) to the West Eugene Wetlands to help youth make the connection</p> | <p><b>20 -30</b> Latino youth and their parents increase awareness and knowledge about the role of wetlands in climate resiliency.</p> <p><b>40-50 West Eugene</b> people participate in the “Love Your West Eugene Bike Tours.”</p> <p>50 youth at schools in West Eugene increase their knowledge of environmental justice by participating in MLK Day/<b>Climate Justice</b> educational opportunities.</p> |

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| <p>general budget;</p> <p>4. Community volunteers;</p> <p>5. School teachers and professional volunteers;</p> |   | <p>between local wetland and local community's risk-called the <b>"Love Your West Eugene Bike Tour"</b></p> <p>Beyond Toxics plan 2015-2016 interactive workshops for local schools, <b>summer camps</b>: topics include environmental justice &amp; climate resiliency.</p> <p><b>DELIERABLES</b> : will be used to document the ecology of the wetlands and help public advocate for local policies to strengthen wetland protections:</p> <ul style="list-style-type: none"> <li>-GIS mapping of threatened wetlands,</li> <li>-pictorial mapping of the historical loss of wetlands in West Eugene</li> <li>-research into possible presence of endangered and threaten species (i.e., Kincaid's Lupine, Fender's Blue Butterfly)</li> </ul> |   |
|   | <p><b>Objective #3 EMPOWER COMMUNITY AROUND CLIMATE CHANGE, <b>WETLANDS PROTECTION</b> AND EJ TOPICS</b></p> <p><b><u>Annual – 12 months:</u></b></p> | <p><b>Educate the community about air quality and the role of air toxics and greenhouse gas emissions in environmental health.</b></p> <p>20-30 middle and high school Latino students take part in a field trip to a local manufacturer(s) and impacted neighborhoods to help youth understand the local economy, air emissions and environmental health risk factors.</p> <p>Youth leaders present findings and suggestions to adults and peers, and make a</p>  | <p>20-30 Latino students share their knowledge and experience with wetlands, air toxics and climate resiliency with adults.</p> <p><b>Increased community involvement in climate resiliency projects results in 35-50 residents attending forums, focus groups and public hearings.</b></p> <p><b>Increased public awareness results in an estimated 75% increase (over 2014 levels) of residents who provide</b></p> |

|   |   | recommendation to the <i>Ejido Comunitario para la salud.</i>  | well documented, science-based spoken or written comment during public meetings and/or public hearings as a result of previous educational and public engagement activities.   |
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| Resources / Inputs  | Activity  | Outputs  | Outcomes   |
| 1. Beyond Toxics staff time and expertise;<br>2. Active Bethel Citizens, Bethel School District in-kind resources, office space and contributions;<br>3. Financial resources from project partners' general budget;<br>4. Community volunteers;<br>5. School teachers and professional volunteers | <p><b>Objective 4: INCREASE URBAN GARDENING AND FOOD SECURITY Semi-Annual:</b></p> <p>Solicit information on community perspectives about the future food security of the West Eugene community at community events, door-to-door surveys.</p> <p>Work with the City of Eugene and the Bethel School District to identify suitable gardening sites on under-utilized public land.</p> | <p><b>Educate the public about organic farming in the climate and soils of West Eugene.</b></p> <p>100 Latino residents participate in small group discussions on community gardening for Latino and low-income families.</p> <p>Recommendations are tallied and presented to the Community Council.</p> | <p><b>Creating community partnerships</b></p> <p>Identify a minimum of 8 Latino families seeking community gardening opportunities.</p> <p>Identify 2 suitable gardening sites on under-utilized public land.</p>        |
|   | <p><b>Objective 4: INCREASE URBAN GARDENING AND FOOD SECURITY Annual – 12 months:</b></p> <p>Hold 4-8 activities/workshops in Spanish on how to start and maintain an organic garden, nutritional</p>   | <p><b>Create new participation in community-supported agriculture &amp; organic gardening.</b></p> <p>Demonstrate how community-supported agriculture can be part of a climate resiliency plan.</p>  | <p><b>Involve vulnerable community in climate resiliency plans.</b></p> <p>A minimum of 6 Latino families who have not previously gardened will have access to new organic gardening sites to provide food for their</p> |

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|  | <p>benefits of local produce in the diet, and reducing exposure to toxics. Focus on culturally appropriate foods (beans, maize, squash, cilantro, nopales).</p> <p>Launch the first urban gardening program for minority families in West Eugene.</p> | <p>Incorporate cultural practices in local urban farming.</p> <p>Build knowledge about organic farming in the climate and soils of West Eugene.</p> | <p>families</p> <p>An additional 25 Latino families gain practical knowledge on gardening to improve their food access and diversify their dietary intake (based on 2014 levels of participation).</p> |
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